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THE FALLACIES AND PERILS OF FEDERAL AID TO EDUCATION

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There is a rapidly spreading impression throughout the country that the so-called Federal-aid-for-education crusade is in reality a false face or cover-up for a power-grab on the part of a combination of forces not yet fully understood.

This drive for a centralization of power over the vital processes of education through the use of Federal funds, and the controls that inevitably follow Federal funds, is now far advanced.

One of the major furors in every session of Congress since the 1930's started this country on a wild spending spree (the momentum of which continues under its self-generated pressures) has been this drive for "Federal aid for the schools" which started in 1936 when the National Education Association and others discovered that the President's "pump priming" scheme offered them the opportunity they had been waiting for.

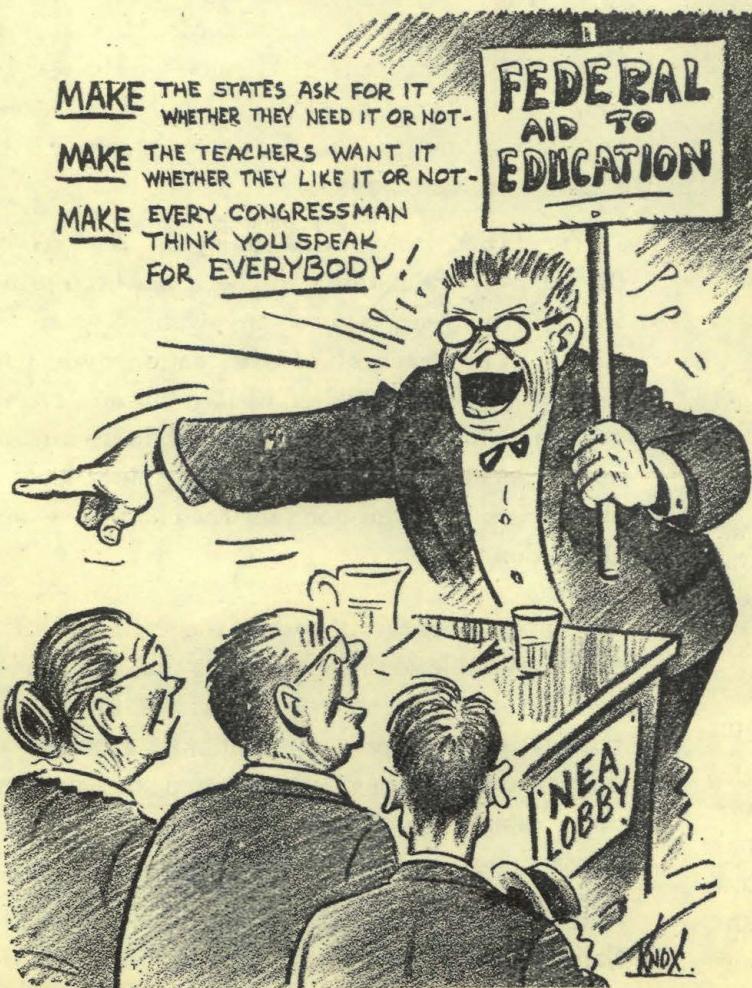
Consequently, Dr. Floyd Reeves (of the University of Chicago staff) was taken off T.V.A. planning where he then was, and placed at the head of a President's commission to investigate the public schools' needs. After several months and the expenditure of some \$60,000 of Government money the Reeves commission came up with a report that envisaged a situation calling for vast Federal spending to help "equalize educational opportunity among the States." This was quickly followed by the first Federal-aid bill to implement this Utopian and centralizing scheme.

This National Education Association (NEA) project has been vigorously pushed in Congress for the last 20 years.

School Aiders Seek Billions Again

MAKE THE STATES ASK FOR IT WHETHER THEY NEED IT OR NOT.
MAKE THE TEACHERS WANT IT WHETHER THEY LIKE IT OR NOT.
MAKE EVERY CONGRESSMAN THINK YOU SPEAK FOR EVERYBODY!

FEDERAL
AID TO
EDUCATION



Courtesy, Nashville Banner, Nashville, Tenn.

For the first several sessions while the main theme of these bills calling for \$300,000,000 a year was to "equalize educational opportunity" the proposal received but scant sympathetic response. Finally the proponents hit on the idea to stipulate part of the money (two-thirds of it) for raising teachers' salaries.

This was a bold move, not dared before, but it hit the jackpot. The vision of salary increases had a strong appeal to teachers who were thus inveigled into joining the various NEA affiliated State education associations (as well as joining NEA direct) under the propaganda persuasion that pressure-group action could bring legislation that would produce teacher salary raises without having to depend upon local school boards and local school district voters. Teacher antipathy toward traditional local school financing arrangements has been stimulated over a period of time by the educational leaders whose financial appetites, according to the late Senator Taft, have become "insatiable." This NEA Federal-aid-for-education project has been an effective instrument in bringing teachers into the dues-paying constituency and influence-orbit of the National Education Association to add to its lobbying power in Washington where it has its large and active headquarters. Over the years NEA has become a virtual monopoly as a coordinating agency in the public school teacher field as it has swallowed one teacher organization after another.

NEA began its pressure on Congress for "Federal aid" soon after the Reeves advisory committee went into action. NEA's Dr. Howard Dawson, at a Cleveland NEA convention in 1937, reported, according to Congressman Ralph Gwinn, that his organization had — "Conducted negotiations for sponsorship and introduction of the bill in both Houses; through executive secretaries of State education associations and State chairmen of the legislative commission arranged for controlling of candidates for Congress, for the United States Senate, and for Governor in a majority of the States." This is certainly revealing. Then in the Congressional Record (P.A4258 — 1944) Dr. Dawson is quoted as saying — "We have powerful friends in Washington . . . The power of the organized teaching profession has just begun to find expression."

In 1944 NEA circulated its Defense Bulletin No. 8 in which it said — "Teachers should plan their action in the 1944 election campaigns with the Senators' attitude on Federal aid in mind." The Bulletin then listed 32 Senators who would be up for re-election and showed how each stood on the Federal aid project. Then again in the Congressional Record (P.A4257 — 1944) Dr. Dawson is quoted as follows: "My friends, we have recently had some demonstrations of the power of the influence of teachers working in a righteous cause. It is no accident that Lister Hill returned to the Senate in the Alabama election. An overwhelming majority of the school teachers of Alabama went out for Mr. Hill. The result speaks for itself. It is no political accident that Claude Pepper will again sit in the halls of the United States Senate . . . The school teachers of that State made their contribution. In the primary election in that State, Federal aid was the issue. Federal aid won. Again, my friends, it is no political accident that that not-so-distinguished Republican Senator from Oregon, Mr. Holman, will not again grace the halls of Congress." He was referring to the defeat of Holman by Wayne Morse which, according to the Dawson inference, the teachers helped accomplish.

The NEA lobby in Washington, and its influence over the nation's teachers, has been growing year by year as most any Congressman can testify. The teachers of the nation, who are hired to teach the children of Republicans, Democrats and all alike, are being mobilized into an active and aggressive political machine. Isn't it time to ask — is this good for the children — and the nation?

* * *

The first break-through that the NEA political coalition was able to make over long and determined opposition by citizen-groups (civic, business and patriotic) plus many sound-thinking members of Congress who courageously resisted the pressure groups, came with the enactment of the National Defense Education Act of 1958.

This did not open the flood gates for all-out Federal aid as wanted by the NEA and other spenders but they did recognize this as an opening wedge

and it served to encourage this crusading phalanx into a more militant fight than ever to force Congress to give them the billions they want.

The National Defense Education Act of 1958 was passed in a muddled climate by hysteria created by the Sputnik scare and fomented by those who sought to take advantage of it. The propaganda campaign hurriedly organized to push through this particular bill had the intended effect of creating the impression that the Russians were far ahead because of superior educational facilities. Since Government finances education in Russia, the inference was compounded that our Government, too, must finance education to meet the challenge. Recognizing, however, the importance of making this Federal-aid bill palatable for those who fear Federal meddling in local school matters, it was given the sugar-coated and sacrosanct title of "National Defense Education Act."

Despite this high sounding title, those experienced with legislative techniques quickly discerned that the bill was loaded with "control language"—as all previous Federal-aid bills have been. We have not space to analyze all this amenable rhetoric but the key to the control possibilities is the word "Commissioner" which appears in essentially every paragraph of the Defense Education Act, giving wide authority to a politically appointed Federal "Commissioner of Education" who at the same time heads the U.S. Office of Education. From previous experience we know how closely this office is attuned to the powerful NEA lobby. When the authority given to the "Commissioner" in each of the 10 Titles of the Act is carefully appraised it is clear that in the nature of an aggressive political administration, the road is wide open for a line of Federal (NEA implemented) control that could change and dominate the entire educational system of this country.

Another tip-off to projected NEA-Federal control is that the NEA backers of Federal-aid have claimed piously that it was needed only for the

"poor" States but every bill presented has called for money for all States, thereby pointing toward school control through over-all centralized financing.

It is conveniently forgotten by the Federal-aid proponents that our national Constitution makes no grant of authority whatever to the Federal government in the area of education. The Tenth Amendment, however, decides this question: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." Education is clearly left to local jurisdiction. In an attempt to strengthen this provision and restrain the "Make America Over" cavaliers from further damage, several Senators, including Johnson of South Carolina and Talmadge of Georgia, have introduced a joint resolution proposing an amendment to the Constitution designating emphatically that control over our schools is strictly a local and State matter.

Today many are alarmed at the highly inflamed, socialistic passion to disregard the Constitution and centralize power in the hands of a vast Federal bureaucracy. What this may portend for all citizens is clearly indicated by the 1911-12 records in Congress when Federal income tax legislation was being debated. The proponents of this "pig in a poke" scheme assured everybody that such income tax would never be over 10 percent. But now, when it is too late, we see that the appetite of an expanding Welfare State has pushed the income tax to a range of from 20 to 92 per cent. Unless Congress can minimize Federal spending by ignoring pressure groups, such as the Federal-aid-to-education spenders, income tax will inevitably rise to an unbearable burden and bring inflationary disaster.

Congressional investigations have revealed wide Communistic infiltration into education and this peril has been dramatized as to "Federal aid" by the National Defense Education Act of 1958. This Act provides for loans to students as well as for such "control" measures as "guidance, counseling and testing." Someone providentially managed to include in this Act also a provision that no funds would be available to any individual until he had filed an affidavit that "he does not believe in, and is not a

member of and does not support any organization that believes in or teaches the overthrow of the United States Government by force or violence . . ." The student getting a loan must also sign the following pledge: "I do solemnly swear (or affirm) that I will bear true faith and allegiance to the United States and will support and defend the Constitution and laws of the United States against all its enemies, foreign or domestic."

If this seems proper to you — just hold your horses. Ever since the Act was passed a raucous cacophony of voices has been denouncing this loyalty affirmation. The newspapers have noted protests from educators and other groups too numerous to list. The battle to revoke this loyalty measure proceeds with increasing momentum. But there is another side to this. The move to preserve it is also growing. A National Student Committee for the Loyalty Oath has recently been formed with twenty-five colleges and universities represented. Large numbers have signified their approval by applying for loans. Many members of Congress are opposing repeal. If this is a "Defense" Act and the only consequential enemy we have is the Communist

conspiracy, then what is back of this revocation furor?

* * *

Numerous bills with differing provisions for Federal aid have been filed in the past, most of which have failed to pass. Now we see the battle renewed, with many Federal aid bills pending in Congress. School aiders are seeking billions again. The Federal-aid-for-education issue has become a fantastic political extravaganza with too many legislators dancing as puppets for certain self-aggrandizing pressure groups. Other members of Congress are playing hand-organ tunes in this show to create noise and confusion for political purposes as well as to stay in the good graces of the educationist labor coalition.

It is impossible to predict what will happen in this battle of pressures, machinations and skulduggery where America's best interests are being sacrificed to greedy politics and socialistic aspirations. It should not be difficult, however, for sound-thinking citizens to realize that here is a challenge and a call to duty.

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